

ROUND 15

PUBLIC INVOLVEMENT AND EDUCATION FUND

Request for Proposals Tutorial



Proposals due:

January 9, 2006
5:00 p.m.

PUGET SOUND ACTION TEAM

Office of the Governor | State of Washington

Tutorial for “Guidelines for Preparing Your Proposal”

This tutorial provides expanded information and fictitious examples to help you complete the “Guidelines for Preparing Your Proposal” section of the PIE application.

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I. Cover Page

The cover page is the first page of your proposal. It lists the basics of your proposal and is a quick reference for reviewers. Fill in the spaces exactly as requested. Do not include any additional information on this page. Do not include a cover letter in addition to the cover page. Any additional information will not be reviewed with your application.

II. Abstract

An abstract is a short, concise summary. The abstract is an important piece of the proposal. It should briefly outline the goals of your project, including a statement of the problem and the proposed solution.

The abstract will lay the foundation of the project for the reviewers’ understanding. In **one paragraph** summarize the goals, purpose and targeted audience of the project. Include what you want to accomplish and how you will accomplish it. Most importantly, describe how your project will promote the protection of Puget Sound.

The abstract page must follow the cover page. Nothing else should appear on the abstract page.

HELPFUL HINT: Wait until you’ve written the rest of the proposal before writing the abstract.

ABSTRACT EXAMPLE

Putting a LID on Stormwater

The “Putting a LID on Stormwater” project will educate 15 employees from the city of Narnia Falls and at least 40 developers about how to use low impact development (LID) techniques to reduce the volume of stormwater runoff that enters Puget Sound. The project also will raise citizens’ awareness of LID projects in the community. The project has three major components: Part I provides an LID workshop and tour that will educate city employees and developers on the fundamentals of LID practices. Part II installs a high-visibility LID demonstration rain garden with signage at city hall. Part III trains city staff

to provide technical support for developers who want to incorporate LID in their work. The project will increase:

- Knowledge and skill levels of city staff and developers for using LID.
- Number of new developments and retrofits incorporating LID practices.
- Community awareness of LID techniques and values.
- Protection of urban streams and Puget Sound.

III. Project Design

This section includes six sub-sections:

- Issues and/or Problems
- Target audience
- Activities
- Deliverables
- Evaluation

Each subsection should build on and relate to the previous subsections. For example, the activities section should clearly outline how you will accomplish each of the objectives.

This section is a substantial portion of the proposal with a total possible score of 50 points. Use the limited space wisely. Provide only the information that is requested.

A. Issue and/or Problem

Provide background information on the issue and/or problem. Define the problem that your project will address. Be as specific as possible. Include data whenever possible. For example, if you wish to address salmon in Puget Sound, describe the degree to which specific populations have declined and known or suspected reasons for the decline.

Don't assume the reviewer is familiar with the topic.

Make sure your activities address at least one of the funding priorities listed in the RFP. The **Action Team Web site** has information on problems that can help you develop this sub-section. This section should include:

- A statement of the problem.
- Documentation of the problem with brief, relevant facts or data to support the statement.
- A short discussion of the effects of the problem on the health of Puget Sound.
- If appropriate, include enough detail to set up the sections that follow, where you will describe your project.

ISSUE AND/OR PROBLEM EXAMPLE

Protecting Eelgrass in Pipefish Bay

Eelgrass beds are valuable habitat in Puget Sound. They act as corridors for migrating salmon and nursery habitat for many valuable species including salmon, rockfish, herring and crab. Because eelgrass is vulnerable to pollution from nutrients, sedimentation, shoreline development and damage from boats, it is a sensitive indicator of human effects on the health of the Sound. Excess nutrients fuel explosive phytoplankton growth that competes with eelgrass for light. Water clouded with sediment and shoreline structures such as docks can also block light to the plants. Strong wave action, anchors and other boating activities can damage eelgrass beds.

According to the Department of Natural Resources, eelgrass beds declined by 4 percent in Puget Sound between 2002 and 2003. This rate of eelgrass decline is much higher in the shoreline community of Pipefish Bay. Eelgrass covered 10 acres of Pipefish Bay in 2000 and in 2005 covers only 7 acres. Shoreline residential development in Pipefish Bay has increased significantly during the past 10 years, and residential homeowner activities have probably contributed to the decline in eelgrass. To halt and reverse this decline, the Alliance for Puget Sound would work with the Pipefish Bay shoreline community to reduce harm from three threats to eelgrass:

- Homeowner use of fertilizers.
- Runoff that carries nutrients and sediments into the bay.
- Harm from boats.

B. Objectives

State what you hope to achieve through your project. Your objectives must benefit Puget Sound, address a **funding priority** and address the issue or problem described in Section A. Choose objectives that are specific, realistic and measurable. Whenever possible, choose objectives that will achieve a specific behavior change or environmental improvement.

OBJECTIVES EXAMPLE

Protecting Eelgrass in Pipefish Bay

To halt and reverse the decline of eelgrass in Pipefish Bay, our project will focus on achieving the following objectives:

1. 70 percent of bay residents will become more aware of three key eelgrass issues—its value in the Sound ecosystem, human threats to eelgrass and what people can do to protect it.
2. 50 percent of bay residents will stop using fertilizers and pesticides.
3. Residents will restore native vegetation along 1000 feet of shoreline.
4. 70 percent of boat traffic into the bay will reduce speeds to 10 MPH or below.

C. Target Audience

Identify the specific group(s) your project will educate and involve. Target audiences may be defined by:

- Geographic area (*Example*: shoreline landowners in Pipefish Bay).
- Age group (*Example*: high school age).
- Profession (*Example*: lawn maintenance workers).
- Organization (*Example*: realtor's association).
- Recreational activity (*Example*: kayakers).

Show reviewers that you've done some research to understand your audience. This research helps you better define your messages, activities and outcomes.

TARGET AUDIENCE EXAMPLE

Protecting Eelgrass in Pipefish Bay

Our project targets the residents that live on or near Pipefish Bay. Sixty residences are located in the Pipefish Bay community. Twenty-nine homes are located on the bay and the rest are sited within 1/4 mile of the bay. Most are single-family residences with yards less than 1/3 acre in size. A one-acre community park that belongs to the Pipefish Bay Homeowners Association has a boat launch, walking trails and non-native landscaping. Our observations show that residents use the park and boat launch frequently. No speed limit signs are posted

in the bay. About half of the waterfront homes (14) retain a planted buffer along the shoreline, the rest (15) have lawns down to the beach. Conditions of lawns in the community indicate a strong likelihood that most residents use fertilizers and pesticides. Residents in Pipefish Bay are mainly young professionals or middle-aged couples with families. Eighty percent of the residents live in the community year round. Thirty-five people are active in the Pipefish Bay Homeowners Association.

D. Activities

Use this sub-section to outline your strategy for accomplishing your objectives. Choose activities that are suited to your audience and that help to solve the problem or issue. Successful education projects take people beyond listening or reading and encourage them to take action to protect and restore Puget Sound.

ACTIVITIES EXAMPLE

Protecting Eelgrass in Pipefish Bay

70 percent of bay residents become more aware of eelgrass issues.

1. We will educate residents about eelgrass by creating a visually appealing PowerPoint presentation that describes the value of eelgrass in the bay and in the Puget Sound ecosystem. The presentation will show how individuals can protect eelgrass and how volunteers can restore eelgrass beds. We will give the PowerPoint presentation to residents at homeowners association meetings.
2. A beach naturalist will conduct two beach walks to allow residents to explore the eelgrass beds during extreme low tides.
3. We will place eelgrass articles in three issues of the homeowners association newsletter.
4. We will install interpretive signs at the community park.

50 percent of bay residents will stop using fertilizers and pesticides.

1. We will provide incentives of free compost and native plants. We will offer semi-professional help to design a beautiful native plant buffer

for residents who agree to give up yard chemicals for a year.

2. In the course of several weeks, we'll promote this offer at homeowners association meetings and in newsletters and during beach walks.

Residents will restore native vegetation along 1000 feet of shoreline.

1. Students from the community college landscaping program will help residents design landscape plans for their properties and for the community park.
2. The students will work with residents to install the native plant landscaping at the park.

70 percent of boat traffic into the bay will reduce speeds to 10 mph or below.

1. We will post signs at the boat launch. One sign will tell boaters to reduce speed to 10 MPH. The second sign will include a map showing the location of eelgrass in the bay and explain how boaters can protect eelgrass.
2. On busy summer weekends and holidays, volunteers from the homeowners association will talk to boaters at the boat launch about how they can protect eelgrass.

E. Deliverables

The deliverables are the most significant tasks, activities and products you plan to develop. Examples include:

- Publications
- Field trips
- Community festivals
- Demonstration sites
- Workshops

Extract deliverables from your Activities section.

DELIVERABLES EXAMPLE

Protecting Eelgrass in Pipefish Bay

Deliverables:

1. Evaluation plan.
2. PowerPoint presentation, multiple education and recruiting events using presentation, beach walks and newsletter articles.
3. An incentive campaign to help residents change landscaping behaviors.
4. Semi-professional landscape plans for individual residences.
5. Create and carry out a landscaping plan for the park.
6. Signs installed at the boat launch.
7. Volunteers trained to provide education to boaters on summer weekends and holidays.

F. Evaluation

Describe how you will determine whether your project will meet the objectives in sub-section D. Try to write the measurable objectives in Section B for specific behavior or environmental improvement with targets that can be counted. For example, the number of people who pump their septic tanks or the number of acres that landowners protect through conservation easements are very specific and measurable.

EVALUATION EXAMPLE

Protecting Eelgrass in Pipefish Bay

70 percent of bay residents become more aware of eelgrass issues.

We will survey residents by phone before the education campaign is launched to determine their knowledge of our three key messages: knowledge of the value of eelgrass in the Sound ecosystem, human threats to eelgrass, and what people can do to protect it. Near the conclusion of the project we will survey residents again to determine what people learned and did as a result of the project.

50 percent of bay residents will stop using fertilizers and pesticides.

As part of our incentives campaign, we'll track the number of people who pledge to stop using fertilizer and pesticides for six months. At the end of six months, we'll survey residents to inquire whether they plan to resume using fertilizers and pesticides and to offer assistance for any problems they may be having as a result of going "toxin-free." We expect

that most people will not resume use of toxic yard chemicals after a six-month hiatus.

Residents will restore native vegetation along 1000 feet of shoreline.

We will measure the number of feet of shoreline that residents restore with native vegetation.

70 percent of boat traffic into the bay will reduce speeds to 10 mph or below.

Before the education campaign, we will observe boat traffic in the bay during busy boating weekends and estimate the number of boats traveling at 10 MPH or below. Near the end of the campaign we will observe boat traffic again for a similar period of time on a busy weekend to determine whether we met our objective.

IV. Scope of Work/Readiness to Proceed

A. Scope of Work

Use the deliverables and major tasks you outlined in Section E to create a scope of work. Write a paragraph that describes your ability to start the project in April 2006 and complete it by May 15, 2007. Indicate whether you will need to hire people to carry out the project.

SCOPE OF WORK EXAMPLE

Protecting Eelgrass in Pipefish Bay

Scope of Work	
Major Task or Deliverable	Completed by (date)
Evaluation plan	April 15, 2006
PowerPoint, fliers	June 30, 2006
Educate and recruit residents with presentations and , beach walkstours and newsletter articles	July 15, 2006
Newspaper articles	August 15, 2006
Install signs at boat launch and train volunteers to educate boaters	September 1, 2006
Create park planting design and plant native vegetation at the park	March 1, 2007
Carry out incentive campaign and design residential landscaping, complete planting.	April 1, 2006
Submit final report with evaluation results	May 1, 2007

B. Readiness to Proceed

The readiness-to-proceed section should be self-explanatory. How ready are you to proceed with this project on April 1? Please discuss your readiness to proceed with the major elements of your proposal.

READINESS TO PROCEED EXAMPLE

Protecting Eelgrass in Pipefish Bay

If funded, we would be ready to start this project by April 1, 2006. We would not need to hire additional staff. Our graphic designer can design the signs, so we don't need to contract for this work. The landscape instructor at Cuttlefish Community College has agreed to manage the students who will work on the landscape designs and park installation during winter and spring quarters. Our biggest challenge will be to recruit interested residents early in the project so we can schedule beach walks to coincide with the few extreme low tides in late spring

and early summer--the only time that eelgrass is exposed during the day. We anticipate no problems for completing all elements of the project by mid-May of 2007.

V. Project Personnel

Briefly describe the sponsoring organization and key project personnel. Include only information that is relevant to the proposed project and that establishes your credibility for managing a successful project.

PROJECT PERSONNEL EXAMPLE

Protecting Eelgrass in Pipefish Bay

For 20 years, the Alliance for Puget Sound has served as the voice for the Sound ecosystem. The mission of our 401©3 non-profit organization is to protect and preserve the Sound through science, policy and citizen action. We coordinate a dedicated volunteer base of more than 70 citizens who work on restoration and monitoring projects. We provide newsletters and marine science programs to educate our 500-plus members about key issues in Puget Sound. We have successfully managed six grants in the last five years.

Three paid staff from our organization will work on this project:

- **Polly Chaete**, Director of Education Programs--planning, overall project management, evaluation and reporting
- **Zoe Plankton**, Education Coordinator--carry out most of the educational activities, recruit and educate residents, create and distribute education materials and signs.
- **Barry Goldeneye**, Habitat Specialist--work with residents and students on planting component.

VI. Project Partners

The Action Team encourages partnerships, especially those that help to bridge the gap between “us vs. them.” Cooperating with other individuals and organizations can yield big results. Partners can bring you closer to your target audience, contribute expertise or other resources and help a wider community to understand that a healthy Puget Sound is in everyone’s interest. Describe the resources that each partner will contribute to the project. The Action Team encourages people to form partnerships with watershed and salmon restoration groups.

PROJECT PARTNERS EXAMPLE

Protecting Eelgrass in Pipefish Bay

The Alliance for Puget Sound will lead the project. We plan to work with the following groups:

Pipefish Bay Homeowners Association. The association will allow us to educate residents at its meetings and with articles in association newsletters. The Board will help recruit volunteers and participate in the planting and boater education activities.

Cuttlefish Community College Landscape Program. Bryan Zoa, the instructor for the class, and roughly 20 students in each of the winter and spring quarters will

help design and install plantings as described in the activities section.

- **Advisory Committee:** We will assemble an advisory committee for our project. They will meet monthly to evaluate progress and provide direction. Members include the above project personnel and project partners and in addition:
 - **Sally Jo Waters**, Education Coordinator for the Pipefish Bay Watershed Council.
 - **George Growth**, a member of the local chapter of the Landscapers Association.
 - **Fred Phisch**, the president of the South Sound Power Boat Association.

VII. Budget and Cost Justification

A. Budget

Include enough information to enable reviewers to evaluate your budget. Support the budget table in section A with the narrative in section B to demonstrate that your project costs are realistic and appropriate. Provide a cost analysis for each major deliverable identified in your scope of work.

BUDGET EXAMPLE

Putting a LID on Stormwater

Budget Category	PIE Request	In--Kind	Total
Personnel			
Project Manager #1: 264 hours @ \$25 per hour	6,600	0	6,600
Education Coordinator #2: 300 hours @ \$20 per hour	6,000	0	6,000
Monitoring technician: 180 hours @ \$20 per hour	3,600	0	3,600
Volunteer Coordinator: 200 hours @ \$21 per hour	0	4,200	4,200
Volunteers: 100 hours @ \$17.55 per hour	0	1,755	1,755
Speaker consulting fee	1,000	0	1,000
Office	800	0	800
Travel	500	0	500
Materials	10,000	4,500	14,500
Indirect Costs	1,100	0	1,100
Special			
Workshop room rental		300	300
Newspaper Ads	800	0	800
Total	\$30,400	\$10,755	\$41,155

B. Cost Justification/Explanation

This section allows you to include additional information to support your budget. Provide a clear and concise summary for the costs of major deliverables identified in your scope of work. Describe the nature and source of any in-kind funding.

COST JUSTIFICATION EXAMPLE

Putting a LID on Stormwater

PIE Request:

In addition to project staff time, costs include a consulting fee and travel for a national-level keynote speaker and ads placed in the Nauplius News for the workshop. Materials include construction materials and compost for the demonstration site (\$9,500). We will purchase \$500 of monitoring equipment.

In-kind:

In-kind contributions include volunteer coordination, volunteer guest speakers for the workshops, volunteer work for designing and planting the rain garden, the room rental for the workshop from the community association, building materials for educational signs from

Island Hardware (\$4,000) and native plant donations from the Conservation District (\$500).

Deliverables cost analysis:

1. Evaluation plan--\$350
2. Two low impact development workshops (training for 125 people per workshop)--\$12,500
3. Rain garden demonstration site--\$20,500
4. Rain garden monitoring design and implementation--\$5,800
5. Administrative costs (reports, invoicing)- \$800

VIII. Appendices

Appendix A. Project Personnel Description/Qualifications (*Required*)

Only one paragraph is necessary for each project personnel. Information should focus on skills (such as volunteer coordination, education program design), education (such as scientific or engineering degrees), and experience (such as project management of similar activities or grant management) that support the project.

PROJECT PERSONNEL DESCRIPTION/ QUALIFICATIONS EXAMPLE

Protecting Eelgrass in Pipefish Bay

Zoe Plankton, Education Coordinator, Puget Sound Alliance

Zoe Plankton has a bachelor's degree in biology and a teaching certificate from the University of Puget Sound. She taught environmental studies at Orca High School from 1990 –1994. Since 1995, Zoe has coordinated public education and volunteer monitoring programs

for the Puget Sound Alliance. She designs and carries out education programs focused on watersheds, water quality and stormwater for K-12 students and adult volunteers. She has been a member of the Sound Salmon Enhancement Group since 1998 and currently chairs the education subcommittee. Zoe has worked with diverse groups in the community including seniors, at-risk youth and Asian Pacific Islanders. She has experience managing educational grants, including two from the Regional Marine Consortium and one from EPA.

MONITORING DESCRIPTION EXAMPLE

Herring Bay Eelgrass Assessment and Education Project

1. Briefly describe the monitoring component in your proposal. Include overall objectives.

The primary objective for the Herring Bay Eelgrass Assessment is to assess the distribution and abundance of eelgrass beds in Herring Bay to determine if they are changing over time and to share this information with stakeholders in the community. This is a long-term objective that goes beyond the scope of the work outlined in this proposal.

Other objectives that we would accomplish during the contract period include:

- Developing Herring Bay eelgrass beds as a study site for universities to use in their marine biology classes and for local divers to learn about the importance of eelgrass.
- Ascertaining whether there is a need for an eelgrass enhancement project at this site.

We will follow the guidelines from the Washington Department of Natural Resources eelgrass assessment protocols. Volunteer divers will develop a baseline measurement/assessment of the quality of the eelgrass beds. They will use GPS to locate the boundaries and calculate area of the beds, set up a transect of three-meter square grids, and use underwater video cameras to film and establish a visual record of the beds.

2. Who (include name and title) will advise you? A qualified scientist or someone qualified in the type of monitoring proposed in this project should provide guidance for your work. This person can be either project personnel or a project partner.

Marina Zostera, Natural Resource Monitoring Technician with the state Department of Estuarine Resources, will provide guidance for the project. Marina has been the lead eelgrass monitor in the agency for three years.

3. Who will conduct the monitoring? Specify whether these individuals are subcontractors, paid staff or citizen volunteers.

- 15 volunteer divers from the local diving community coordinated by Blenny Eel
- 25 University of Juan de Fuca marine biology students, led by Virgil Veliger, (course instructor)
- Staff from the Tribal Fisheries Commission
- Ned Nudibranch, project coordinator (paid staff)

4. How will you use or apply the data?

We will share the data along with best management practices for eelgrass protection with the County planning department, Herring Bay Salmon Enhancement Council and citizens living on Herring Bay. The data will help inform community and individual land use decisions as described in the Activities section. Select teachers and students from the University of Juan de Fuca and Coho High School will use the data and the study site in their marine biology classes during the 2006 – 2007 academic year.

RESTORATION DESCRIPTION EXAMPLE

Shypoke Cove Restoration Project

1. Briefly describe the restoration included in your proposal. Include overall objectives and the habitat you are attempting to re-create or improve.

Shypoke Cove has excellent intertidal habitat spawning habitat for surf smelt and sand lance, important forage fish in the Puget Sound food web. Most of the shoreline retains native vegetation, providing shade for the forage fish eggs buried in the intertidal zone except for eight sites where lawns extend to the beach and English ivy covers the bank. Our objective is to work with landowners to restore vegetation in the intertidal zone to improve forage fish spawning habitat on these sites. We will work with landowners to remove invasive plants and establish native plant buffers to provide shade and cover on the beach. The Shypoke Cove Restoration Project will also educate 35 cove residents about ways they can protect forage fish habitat on their beaches.

2. What permits or other permission have you obtained or will you need to obtain in order to proceed with this project?

We conducted a physical survey of Shypoke Cove to create a site list of properties that need restoration. Eight landowners that own property on the list have agreed to participate in our project and have granted permission for restoration work on their banks above the beach. No permits are required for this work since we will not use herbicides or mechanized equipment for clearing invasive vegetation. We will hand pull all invasive plants.

3. Describe how you will characterize and record pre-restoration conditions at the site (e.g., maps, photos, surveys)

We will take photos and develop an inventory of plant species at each site before we begin work.

4. Who will conduct the restoration activities? Specify whether these individuals are subcontractors, paid staff or citizen volunteers.

- **Mary Mussel**, the project coordinator (paid staff).
- **Sandy Lance, Ph.D.**, biology professor from Cuttlefish Community College, our restoration advisor.
- **Eight local landowners** (citizen volunteers).
40 citizen volunteers from the Friends of Shypoke Cove organization.